

CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDINGS

This subchapter presents the data that have been collected in the research. The presentation covers the data about the students' ability in listening to minimal pairs through pictures and the most difficult minimal pair to listen through pictures at the fourth semester of Antasari State Institute for Islamic studies Banjarmasin academic year 2014/2015.

1. Description about the Students' Ability in Listening to Minimal Pairs through Pictures at the Fourth Semester of English Department at Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2014/2015

Before analyzing the data, the writer must collect the data first, in order to know the students data, the writer held the test to find out the students' ability in listening to minimal pairs through pictures.

The writer conducted a test to the students of the fourth semester of English Department of Tarbiyah & Teacher Training Antasari State Institute for Islamic Studies Banjarmasin Academic year 2014/2015. On June 19th and 20th 2015, the test had been conducted two days at the laboratory room of English Department. Each test took about 15 minutes for each class. From 5 classes; A,B,C,D,and E which the writer took, there are 166 students of English department at the fourth semester, and a number of 29 students did not come to the laboratory when the research was done.

Based on the result of the test of the fourth semester of English Department at IAIN Antasari Banjarmasin, it can be seen in this table below

Table 4.1The Score of the Students' Ability in Listening to Minimal Pairs through Picture at the Fourth Semester of Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2014/2015

Subject Number	Score	Subject Number	Score
1.	50	19.	68
2.	64	20.	54
3.	54	21.	62
4.	62	22.	52
5.	62	23.	54
6.	72	24.	46
7.	64	25.	36
8.	66	26.	56
9.	62	27.	44
10.	56	28.	50
11.	60	29.	40
12.	56	30.	62
13.	58	31.	46
14.	48	32.	50
15.	50	33.	60
16.	52	34.	42
17.	54	35.	44
18.	64	36.	48

Subject Number	Score	Subject Number	Score
37.	54	61.	70
38.	50	62.	56
39.	50	63.	58
40.	60	64.	60
41.	52	65.	58
42.	58	66.	54
43.	46	67.	52
44.	50	68.	54
45.	58	69.	38
46.	40	70.	50
47.	70	71.	62
48.	48	72.	36
49.	52	73.	48
50.	50	74.	44
51.	56	75.	38
52.	44	76.	52
53.	60	77.	46
54.	66	78.	60
55.	48	79.	56
56.	52	80.	50
57.	66	81.	52
58.	62	82.	54
59.	48	83.	54
60.	54	84.	46

Subject Number	Score	Subject Number	Score
85.	44	109.	52
86.	68	110.	56
87.	50	111.	60
88.	52	112.	60
89.	58	113.	56
90.	62	114.	60
91.	58	115.	50
92.	60	116.	54
93.	50	117.	56
94.	60	118.	52
95.	46	119.	62
96.	58	120.	70
97.	56	121.	50
98.	42	122.	56
99.	54	123.	48
100.	36	124.	68
101.	44	125.	60
102.	62	126.	52
103.	56	127.	44
104.	50	128.	46
105.	60	129.	50
106.	46	130.	54
107.	46	131.	42
108.	44	132.	48

Subject Number	Score	Subject Number	Score
133.	58	135.	54
134.	42	136.	54
Subtotal	3710	Subtotal	3576
Total score			7286

Based on the result of the test in listening to minimal pairs through pictures, it is found that the highest score is 72 and the lowest score is 36 from total score 7286.

Table 4.2 The Frequency Distribution of The Students' Ability Score In Listening to Minimal Pairs Through Pictures at the Fourth Semester of Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2014/2015

No	Category	Score	Frequency	Percentage
1.	Excellent	80 – 100	-	-
2.	Good	60 -< 80	35	25.55
3.	Sufficient	40 -< 60	96	70.07
4.	Poor	20 -< 40	6	4.38
5	Very Poor	0 -< 20	-	-
Total			137	100

From the table above, it can be seen that there was no student whose score was around 80 – 100 that classified in the excellent category. There were 35

students (25.55%) whose score were around 60 -< 80 and they were classified in the good category. There were 96 students (70.07%) whose score were around 40 -< 60 and they were classified in the sufficient category. There were 6 students (4.38%) whose score were around 20 -< 40 and they were classified in the poor category. There was no student whose score war around 0 -< 20 that classified in the very poor category.

To know the fourth semester students' ability in listening to minimal pairs through pictures, the writer calculates the mean score as follows;

$$M = \frac{\Sigma x}{N}$$

$$M = \frac{7286}{137}$$

$$M = 53.18$$

Therefore, the fourth semester students' ability in listening to minimal pairs through pictures can be categorized in sufficient category. It is found the average score the students got is 53.18. The average score is categorized in sufficient category because the average score is between 40 -< 60.

2. Description of the Most Difficult Minimal Pair to Listen Through Picture of English Department at the Fourth Semester of Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2014/2015

To know about the most difficult minimal pair to listen through pictures, the writer presented the data based on the test result by wrong answer test of each item of listening test:

Table 4.3 The Frequency of Students' Wrong Answers in Minimal Pair to Listen Through Picture of English Department at the Fourth Semester of Antasari State Institute For Islamic Studies Banjarmasin Academic Year 2014/2015

No	Test Item	Pictures/ Words		Wrong Answer
1.	I see a ship	A. Sheep	B. Ship	39
2.	The seat is good	A. Seat	B. Sit	67
3.	That hill is very high	A. Heel	B. Hill	72
4.	Did you feel it?	A. Feel	B. Fill	88
5.	He slips	A. Sleep	B. Slip	80
6.	This pen is terrible	A. Pen	B. Pain	112
7.	Just wet	A. Wait	B. Wet	85

8.	She does a test	A. Test	B. taste	32
9.	Can I have some paper?	A. Pepper	B. Paper	48
10.	Put it in shed	A. Shed	B. Shade	84
11.	He draws an X on the book	A. X	B. Axe	50
12.	Where did you put the pan?	A. Pen	B. Pan	17
13.	I talk to the men in the store	A. Men	B. Man	69
14.	She left when I said that	A. Left	B. Laugh	66
15.	She has (she's) said about someone	A. Said	B. Sad	56
16.	Could you sew this for me?	A. Saw	B. Sew	50

17.	I fell in the hole	A. Hall	A. Hole	28
18.	Don't drop the bowl	A. Ball	A. Bowl	61
19.	Dani walks in the morning	A. Walk	B. Woke	78
20.	Look, there is a car	A. Luke	b. Look	31
21.	That is not really fool	A. Fool	B. Full	69
22.	Where did that black soot come from?	A. Suit	B. Soot	105
23.	This cap is too small	A. Cap	B. Cup	83
24.	That hurt kills him	A. Heart	B. Hurt	106

25.	What happened to your ankle?	A. Ankle	B. Uncle	24
26.	What color was the cab?	A. Cap	B. Cab	69
27.	I put the rope in the closet	A. Rope	B. Robe	66
28.	She rides very well	A. Write	B. Ride	88
29.	I'll give you my cart	A. Cart	B. Card	110
30.	How many glasses do you have?	A. Class	B. Glass	42
31.	There is a fly on your bag	A. Back	B. Bag	57
32.	The store sells clock	A. Clock	B. Clog	86

33.	This is Sue	A. Sue	B. Shoe	34
34.	We need more seats	A. Seat	B. Sheet	35
35.	There are shells in the market	A. Sell	B. Shell	100
36.	He shines with his hand	A. Sign	B. Shine	60
37.	I can't find the leash	A. Lease	B. Leash	85
38.	We use our van in the summer	A. Fan	B. Van	77
39.	This room has a view	A. Few	B. View	55
40.	Do you want a leaf?	A. Leaf	B. Leave	75

41.	Police sends thanks to soldier	A. Tank	B. Thank	112
42.	The bath was very small	A. Bat	B. Bath	58
43.	We waited until they came	A. They	B. Day	69
44.	He suggests to take it, there	A. Dare	B. There	74
45.	They breed	A. Breath	B. Breed	108
46.	Bank it quickly	A. Bang	B. Bank	86
47.	Don't let her sink	A. Sing	B. Sink	88
48.	The ring was a perfect circle	A. Ring	B. Rink	46

49.	The grass is nice	A. Grass	B. Glass	9
50.	I couldn't see because of the cloud	A. Cloud	B. Crowd	31
Total mistakes				3321

On the table above, the writer presented data about the most difficult minimal pair to listen through pictures. From the data above, it is known that the question number 6 and 41 are the most difficult of 50 questions and 166 students could not answer correctly.

The most difficult minimal pair of words to distinguish by students in the table below:

Table 4.4 The Frequency of the Most Difficult Minimal Pairs to Listen through Pictures

Number of Questions	Words		F	P (%)
1.	Sheep	Ship	39	1.17
2.	Seat	Sit	67	2.02
3.	Heel	Hill	72	2.17
4.	Feel	Fill	88	2.65
5.	Sleep	Slip	80	2.41
6.	Pen	Pain	112	3.38

7.	Wait	Wet	85	2.56
8.	Test	Taste	32	0.96
9.	Pepper	Paper	48	1.44
10.	Shed	Shade	84	2.52
11.	X	Axe	50	1.50
12.	Pen	Pan	17	0.51
13.	Men	Man	69	2.08
14.	Left	Laugh	66	2.00
15.	Said	Sad	56	1.70
16.	Saw	Sew	50	1.50
17.	Hall	Hole	28	0.84
18.	Ball	Bowl	61	1.84
19.	Walk	Woke	78	2.35
20.	Luke	Look	31	0.93
21.	Fool	Full	69	2.07
22.	Suit	Soot	105	3.16
23.	Cap	Cup	83	2.50
24.	Heart	Hurt	106	3.20
25.	Ankle	Uncle	24	0.72
26.	Cap	Cab	69	2.07
27.	Rope	Robe	66	2.00
28.	Write	Ride	88	2.65
29.	Cart	Card	110	3.31
30.	Class	Glass	42	1.26
31.	Back	Bag	57	1.71
32.	Clock	Clog	86	2.60

33.	Sue	Shoe	34	1.02
34.	Seat	Sheet	35	1.05
35.	Sale	Shell	100	3.01
36.	Sign	Shine	60	1.80
37.	Lease	Leash	85	2.56
38.	Fun	Van	77	2.32
39.	Few	View	55	1.66
40.	Leaf	Leave	75	2.26
41.	Tank	Thank	112	3.37
42.	Bat	Bath	58	1.75
43.	They	Day	69	2.08
44.	Dare	There	74	2.23
45.	Breath	Breed	108	3.25
46.	Bang	Bank	86	2.60
47.	Sing	Sink	88	2.65
48.	Ring	Rink	46	1.40
49.	Grass	Glass	9	0.27
50.	Cloud	Crowd	31	0.93
Total			3321	100%

Based on the table above, it is identified that the total frequency of students who made mistakes for each questions are 3321 wrong answer and it happened mostly in question number 6 and 41 as many as 112 wrong answers (3.38%).

B. DISCUSSION

1. Students' Ability in Listening to Minimal Pairs through Pictures

Based on the findings in the first section, it is found that the mean score of the students' ability was 53.18. The mean score is categorized in sufficient category because the score is between 40 -< 60. Also, from the tests' result, it can be found that the students got different scores, those are, 0% of the students get excellent score, 25.55% of them able to get good score, 70.07% of them able to get sufficient score, 4.38% of them able to get poor score, and 0% of them get very poor score. So, the students' ability in listening to minimal pairs through pictures can be said in sufficient category.

Based on the data of the test result on the table 4.2. it is shown that the students' ability in listening to minimal pairs through pictures is sufficient category. It was caused by some reasons. First, the writer assumed that students unusual by using pictures when listening to sounds of minimal pair. According to Aisyah's research (2014) that students' ability in discriminating minimal pair was good category and it was caused by using words only without pictures. However, Rahimah's research (2012) stated the students' ability of listening minimal pair was low category. Both of them were not use pictures but use words in their research. But, in Rahimah's research was low category, it was caused by using many variations in question such as multiple choice, completion and checklist test. The second, it was caused by students who do not listen the audio well, it means that students have to listen the audio (in sentence) and the answer is

pictures. It made a problem for students to answer the questions. The last, the students did misunderstanding with pictures. When they were listening, they did not pay attention with sounds of minimal pair, most of them just listen the sentences and did not analyze what the sounds or minimal pairs should be related with pictures. In their mind, context in the sentence of the audio relate with pictures, actually they have to listen minimal pair through picture well. According to (Shores) stated that advantages of pictures can stimulate expression, develop understanding and reducing misinterpretation that result from vagueness. In others statement (Harmer) by showing pictures or drawing them on the board the teacher can also ensure that the students understand the meaning of a word. From statement experts above the writer concluded that by using pictures help the students in developing and understanding the lesson in learning process. Statement above has contradiction with the result of this research stated through pictures, many students did misunderstanding with pictures of minimal pairs. Usually, the students were helped by using pictures in understanding the material and it should be easier than not through pictures. Furthermore in this research, through pictures the students distract about the material and made them difficult. Moreover, here, the writer can sum up that minimal pairs through pictures distract the students' ability in listening.

2. The Most Difficult Minimal Pair to Listen Through Pictures

Based on table 4.4, questions number 6 and 41 are the most difficult. Both of them have the same score. Minimal pair /pen/ and /pain/ also /tank/ and /thank/ are the most difficult minimal pairs.

The difference between the word “Pen” and “Pain” is due to fact that the middle sound in the first word is /e/ and the middle sound in the second word is /ei/ also Words “Tanks” and “Thanks” is due to fact that the first sound in the first word is /t/ and the first sound in the second word is /θ/.

There are 3.37% the most difficult minimal pairs of words /pen/ and /pain/ also /tank/ and /thank/ with frequency 112 respondents of 50 questions and 166 respondents. So, the sound /e/ and /ei/ in the words Pen /pen/ and Pain /pein/, also Tanks /tæŋk/ and Thanks /əˈθæŋk/ are the most difficult minimal pairs to listen through pictures by the fourth semester of English Department at IAIN Antasari Banjarmasin academic year 2014/2015 with the highest total score of wrong answer.

Based on the findings in table 4.4 and from analyzing the students’ wrong answer of the questions, the writer identified that the most difficult minimal pair to listen through pictures are mostly because; first of all, the students have problem in analyzing the sounds in minimal pair or sound confusion and vocabulary of pictures. Also, It was mentioned by Etman & Zaida in chapter two stated that trouble with sounds is one of the causes of listening. It was identified from students’ wrong answer in questions number 6 and 41. These questions format are;

No	Script	Pictures	
		A.	B.
6	This pen is terrible		

		A.	B.
41	The police sends thanks to soldier		

In the question no. 4, most of the students' answers are wrong because they choose picture "b. (pain)" than "a. (pen)". It is because they less pay attention between pictures and the audio. Here, the students misinterpretation after they heard the audio "this pen is terrible" and the answer sheet in pictures of "a" a pen and "b" a man feels pain. From this, many students answer incorrectly, they choose picture "b" but actually the true answer is picture "a". They more focus on the pictures than the audio and in their mind after hear the sentence "this pen is terrible" of the audio, they directly choose pictures "b" (picture b look there is a terrible with his hand) and the best answer actually is "a" (just a pen). While, in question no. 41. Most of the students' answers are wrong because they choose picture "a (tanks)" than "b. (thanks)". It is because they did not analyze the sound of minimal pair. It is the same case with question no 6 above that is they did not pay attention well. After they hear the audio "the police send thanks to the soldier" and in the answer sheet there are pictures "a" two tanks and "b" a written of thanks. Here, many students answered the "a", but the best answer is "b". they more hear or focus on the context of sentence in the audio not the sound in minimal pair. The sentence "the police send thanks to the soldier" and students' perceptions "the police send tanks to the soldier ", because usually the police has relation with tank "war".

According to As Celce-Murcia (1993) noted, different groups of students may have different problems as far as phoneme confusion is concerned. This is one of the major drawbacks of minimal pair drill books published (usually in Britain or the USA) for worldwide distribution. For example, the vowels /æ/ and /a/ are problems for many foreigners, and drill books therefore contain exercises practising the distinction. However, they are not a problem in Singapore. In the writer's research has shown that students' difficult in minimal pair is the same with argue from Murcia that is confusion with sound because this research through pictures moreover; the writer assumed vocabulary of pictures also problem of students in listening to minimal pair. Other cause might be influence native tongue. And the other way, Murcia said that vowels /æ/ and /a/ are problems for many foreigners but in findings above on the table 4.4 stated that vowel /e/ and /ei/ also consonant /t/ and / θ / are problems or the most difficult minimal pair for the fourth semester of English Department at the IAIN Antasari Banjarmasin.